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IDENTIFIERS	*CENTRAL MINNESOTA TEACHER EDUCATION COUNCIL

ABSTRACT

THE ESSENTIAL PURPOSE OF THIS DOCUMENT IS TO DESCRIBE THE ORGANIZATION AND OPERATION OF THE CENTRAL MINNESOTA TEACHER EDUCATION COUNCIL (CMTEC) AND SEVERAL PROGRAMS WHICH IT HAS DEVELOPED IN ORDER TO IMPROVE TEACHER EDUCATION, TO POOL THE RESOURCES AND IDEAS OF 35 SCHOOL DISTRICTS IN CENTRAL MINNESOTA, AND TO ENHANCE COLLEGE-SCHOOL COMMUNICATION. ACTIVE MEMBERSHIP IN THIS NON-PROFIT, TAX-EXEMPT CORPORATION IS OPEN TO ST. CLOUD STATE COLLEGE AND TO ANY SCHOOL DISTRICT HAVING A CONTRACT WITH THE COLLEGE FOR STUDENT TEACHER PLACEMENT. TWO OF THE MAJOR ASSETS OF CMTEC ARE: (1) THE COMMON MARKET, OPEN TO STUDENT TEACHERS FROM ANY OF THE FIVE STATE COLLEGES IN MINNESOTA AND OF PARTICULAR VALUE TO THOSE WHO WISH A METROPOLITAN OR INNER CITY EXPERIENCE IN THE TWIN CITIES, AND (2) A POST-GRADUATE INTERNSHIP PROGRAM BASED ON A SERIES OF CLEARLY DEFINED AND INTERLOCKING RESPONSIBILITIES. AMONG THE DESCRIPTIVE MANUALS OR MATERIALS INCLUDED WITH THE DOCUMENT ARE THE CMTEC ORGANIZATION AND OPERATION MANUAL, THE STUDENT TEACHING HANDBOOK, AND A HANDBOOK ON THE COMMON MARKET STUDENT TEACHING PROGRAM. (AUTHOR/JES)

ED036488

CMTEC

Central Minnesota

Teacher Education Council

Organization
and
Operation Manual

SP003576

St. Cloud State College

St. Cloud, Minnesota

No. 1

Published
by
CMTEC

Central Minnesota Teacher Education Council

PRINTING SERVICES

Revised 1967

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F 1105

STATE OF MINNESOTA

DEPARTMENT OF STATE

To All To Whom These Presents Shall Come, Greeting:

Whereas, Articles of Incorporation, duly signed and acknowledged under oath, have been recorded in the office of the Secretary of State, on the --31st-- day of May, A. D. 1966 for the incorporation of

Central Minnesota Teacher Education Council

under and in accordance with the provisions of the Minnesota Nonprofit Corporation Act, Minnesota Statutes, Chapter 317,

Now, Therefore, I, Joseph L. Donovan, Secretary of State of the State of Minnesota, by virtue of the powers and duties vested in me by law, do hereby certify that the said

Central Minnesota Teacher Education Council

is a legally organized Corporation under the laws of this State.

Witness my official signature hereunto subscribed and the Great Seal of the State of Minnesota hereunto affixed this thirty-first day of May in the year of our Lord one thousand nine hundred and sixty-six.

Joseph L. Donovan

Secretary of State.

ARTICLES OF INCORPORATION

of

CENTRAL MINNESOTA TEACHER EDUCATION COUNCIL

We, the undersigned, for the purpose of forming a corporation under and pursuant to the provisions of Chapter 317 Minnesota Statutes, known as the Minnesota Nonprofit Corporation Act, do hereby associate ourselves together as a body corporate and adopt the following Articles of Incorporation:

ARTICLE I

Name

The name of this corporation shall be: Central Minnesota Teacher Education Council (CMTEC).

ARTICLE II

Purpose

The purpose of the Council shall be to promote the improvement of teacher education with emphasis upon student teaching, internships, and research.

ARTICLE III

Pecuniary Gain

This corporation shall not afford pecuniary gain, incidentally or otherwise, to its members.

ARTICLE IV

Duration

The period of duration of corporate existence of this corporation shall be perpetual. In the event of dissolution of this corporation, the assets and property of the corporation after payment and discharge of its debts and obligations, shall be transferred to the St. Cloud State College, subject, however, to the uses and trusts imposed thereon by the donors thereof, but at no time shall said assets ever be distributed to organizations other than those which are exempt under Section 501 (c)(3) of the Internal Revenue Code.

ARTICLE V

Location

The location of the registered office of this corporation shall be the School of Education, State College, St. Cloud, Minnesota.

ARTICLE VI

The name and address of each incorporator of this corporation is:

Name *Address*

Kermit Eastman, 1024 16th Avenue South, St. Cloud, Minnesota
Irvamae Applegate, St. Cloud State College, St. Cloud, Minnesota
Robert H. Wick, 506 5th Avenue South, St. Cloud, Minnesota
Floyd Perry, 1027 7th Avenue South, St. Cloud, Minnesota.

ARTICLE VII

Number of Directors

The number of directors of the corporation shall be nine. They shall be apportioned from participants of the student teaching program of the St. Cloud State College, as follows: Three public school teachers who have had experience supervising student teachers or interns, three public school administrators, and three college administrators or supervisors. The tenure of office of such a board of directors shall be three years. The name and address of each such first director and the limitation of the first term are:

	Term expires June 30
Kermit Eastman Director of Elementary Education St. Cloud, Minnesota	1969
A. P. Bergee Superintendent of Schools Circle Pines, Minnesota	1968
Edward Foltmer Director of Secondary Education St. Louis Park, Minnesota	1967
Alice Binger Junior High Teacher Hopkins, Minnesota	1969

Marvel Bongart Elementary Teacher Long Lake, Minnesota	1968
Jerome Wagner Senior High Teacher Anoka, Minnesota	1967
Floyd Perry Director of Student Teaching St. Cloud State College St. Cloud, Minnesota	1969
Alice English Supervisor, St. Cloud State College St. Cloud, Minnesota	1968
Irvamae Applegate Dean, School of Education St. Cloud State College St. Cloud, Minnesota	1967

ARTICLE VIII

Personal Liability

There shall be no personal liability of any member for corporate obligations. The only obligation of members shall be the payment of dues upon acceptance of membership:

ARTICLE IX

Membership Dues

Active members -- Active membership with full benefits and voting privilege shall be restricted to the representative of those school districts that are current in payment of dues to the Council, the five representatives of the St. Cloud State College, and the three supervising teachers elected to the Board of Directors. Dues shall be paid only by the participating public school districts. Dues shall be paid at a fixed rate per student teacher placed in said district during a college quarter. Each school district will be sent a statement at the close of each quarter. Payment to the Central Minnesota Teacher Education Council (CMTEC) must be paid within thirty days in order to retain active membership.

Associate members – Individual Membership $20

Organization Membership $50

Institutional Membership $100

Any further annual dues for active or associate members shall be determined by a majority vote of members present at the annual business meeting. Such dues, upon acceptance of membership, shall be collectible as any other contractual obligation provided by statute.

ARTICLE X

Capital Stock

This corporation shall have no capital stock.

ARTICLE XI

Other Organizational Provisions

Other provisions relating to the organization of said corporation, unless contained in these Articles or amendments thereto as provided by statute, shall be provided for in the Bylaws of said corporation.

In Testimony Whereof, we have hereunto subscribed our names this 20 day of May, 1966.

Robert H. Wick Kermit Eastman

Irvamae Applegate Floyd Perry

STATE OF MINNESOTA

ss

COUNTY OF Stearns

On this 20 day of May, A.D. 1966, personally appeared before me

Robert H. Wick, Kermit Eastman

Irvamae Applegate, Floyd Perry

to me known to be the persons described in and who executed the foregoing Articles of Incorporation of Central Minnesota Teacher Education Council, and they acknowledged that they executed the same as their free act and deed, for the uses and purposes therein expressed.

M. Balgaard

Notary Public, Stearns County,

My commission expires 7-19-70

NOTARIAL SEAL

BYLAWS

Central Minnesota Teacher Education Council (CMTEC)

ARTICLE I

Membership

Section 1. *Classes of Membership:* Membership in this Council shall be composed of three classes -- active, associate, and honorary.

A. Active membership in the Council is open to the St. Cloud State College and to any school district having a contract with the St. Cloud State College for the purpose of student teaching placements. Active membership with full benefits and voting privilege shall be restricted to the representative from those school districts that are current in payment of dues to the Council, the five representatives of the St. Cloud State College, and the three supervising teachers elected to the Board of Directors. Active membership implies an interest in cooperative efforts with other members of the Council to promote the improvement of teacher education with emphasis upon student teaching, internships, and research. The active membership shall be composed of the following:

1. School Districts

   a) The superintendent or his designated representative, from each school district having a contract with the St. Cloud State College for student teaching. Three shall serve as members on the Board of Directors, each for a three year term. One member shall be elected by ballot at the annual business meeting.

   b) Three public school teachers who have had experience supervising student teachers or interns in the St. Cloud State College teacher education program. Each shall serve a term of three years as members of the Council and the Board of Directors. One member shall be elected by ballot at the annual business meeting.

2. St. Cloud State College

   a) The President, Academic Dean, Dean of the School of Education, one college supervisor of student teachers, and the Director of Student Teaching. Three shall serve a three year term as members of the Board of Directors. One member shall be elected by ballot at the annual business meeting.

B. Associate membership is open to individuals, professional organizations, and other organizations and institutions interested in promoting and improving teacher education. Associate members are entitled to copies of publications of the Council and all meetings are open to them, but they cannot vote nor can they hold offices in the Council. Associate members may participate in research or other activities of the Council upon application to and favorable action by the Board of Directors.

C. Honorary membership may be conferred upon any person or agency by a two-thirds vote of those present at the annual meeting, the name(s) having been proposed by the Board of Directors of the Council.

Section 2. *Duties of Members:* Each active member of the Council shall have the responsibility of thoroughly understanding the student teaching program and the work of the Council and will have the responsibility of interpreting and explaining them in his school district.

Each active member of the Council shall assume major responsibility for the orientation of student teachers, supervising teachers, other school personnel, and the public about the student teaching program and the work of the Council in his school district.

Each active member of the Council shall have the responsibility of implementing improvements in teacher education with emphasis on student teaching, internships, and research.

Section 3. *Dues and Fees:* Active membership with full benefits and voting privilege shall be restricted to the representative of those school districts that are current in payment of dues to the Council, the five representatives of the St. Cloud State College, and the three supervising teachers elected to the Board of Directors. Dues shall be paid only by the participating public school districts. Dues shall be determined by the Board of Directors and shall be paid at a fixed rate per student teacher placed in said district during a college quarter. Each school district will be sent a statement at the close of each quarter. Payment to the Central Minnesota Teacher Education Council (CMTEC) must be paid within thirty days in order to retain active membership.

Associate membership dues shall be at an annual rate beginning July 1 and shall be at the following rate:

Individual Membership	$20
Organizational Membership	$50

Institutional Membership $100

Associate membership applications will be acted upon by the Board of Directors.

Any further dues for active or associate members shall be determined by a majority vote of members present at the annual business meeting.

Section 4. *Terminating Membership:* Active or associate members desiring to terminate membership should do so in writing not later than April 1st. The effective date for terminating membership shall be June 30th.

Section 5. *Voting:* Each active member is entitled to one vote on all affairs of the Council. This vote for each school district shall be cast by the superintendent or his representative and for the St. Cloud State College by each of its five active members. The three supervising teachers who serve as active members of the Council and as members of the Board of Directors shall each have one vote.

ARTICLE II

Officers

Section 1. *Officers:* The officers shall be a Chairman, a Vice-Chairman, and an Executive Secretary. Each shall be selected by ballot by the Board of Directors from its membership. Each shall serve in the same capacity for the Council and the Board.

Section 2. *Qualifications:* Any person eligible for active membership on the Council is eligible to be elected as a member of the Board of Directors. Any member of the Board may be elected to any office.

Section 3. *Election:* The Board of Directors shall be selected by ballot at the annual business meeting. The Board shall select the officers at its first business meeting following the annual business meeting of the Council.

Section 4. *Tenure:* Each officer shall be selected for a term of one year and shall assume office at the first meeting of the Board of Directors following the annual business meeting of the Council.

Should any officer be unable to fulfill his responsibilities, through sickness, death, or any other reason, the Board of Directors shall have the power to appoint a replacement for the unexpired term.

Section 5. *The duties* of officers shall be such as their titles imply and as the by-laws state.

The Chairman: The chairman of the Board of Directors shall also serve as chairman of the Council and shall preside at all meetings of the Council and Board. The Chairman, with the approval of the Board, may appoint or dissolve committees at any time deemed necessary. He shall perform such other duties as may be assigned to him by the Board or by action of the Council in general session.

The Vice-Chairman: The vice-chairman shall assume responsibilities as designated by the Chairman and the Board of Directors.

The Executive Secretary: The executive secretary shall serve as secretary-treasurer of the Council and Board of Directors. He shall certify as recognized active members those persons which meet the requirements. He will notify the Chairman of any school district which fails to meet the requirements, and that unit will be ineligible to vote or to receive other benefits accruing to active members. The executive secretary shall be responsible for communications with Council and Board members; for public relations; for coordination of plans for the annual business meeting; for such duties as may be assigned by the Board of Directors.

ARTICLE III

Board of Directors

Section 1. *Membership:* The Board of Directors shall consist of nine active members and shall be apportioned as follows: Three public school teachers who have had experience supervising student teachers or interns, three public school administrators, and three college administrators or supervisors.

Section 2. *Election:* The members of the Board of Directors shall be elected by ballot at the annual business meeting.

Section 3. *Tenure:* Members of the Board of Directors shall be elected for a term of three years, three members being elected each year. If a member of the Board is unable to serve, the Chairman with the approval of the Board may fill the vacancy by appointment.

Section 4. *Quorum:* The number present required for a quorum in the Board of Directors shall be five (5).. If there is no quorum, those present may act as an official body in considering problems and/or issues and make recommendations and/or motions. These recommendations and/or motions shall be presented to the entire Board of Directors by mail ballot and be tabulated by the Executive

Secretary. Any motion and/or recommendation approved by a majority of the Board of Directors, five (5) or more, by mail ballot is an official act.

Section 5. *Powers:* The Board of Directors shall have power to:

a) transact the general business of the Council, fill vacancies in office, act upon applications for associate membership, and recommend persons for honorary membership.
b) authorize the Executive Secretary to make contracts for the Council, employ secretarial services and pay the expenses involved.
c) appoint representatives and delegates to attend conferences or meetings and authorize travel and other expenses.
d) conduct workshops and conferences and authorize the payment of the expenses involved.

Section 6. *Duties:* The duties of the Board of Directors shall be to:

a) attend to all business that occurs between meetings of the Council.
b) have the accounts of the Council audited prior to the annual business meeting.
c) present an annual report of its major proceedings and financial affairs at the annual business meeting.
d) plan and conduct an annual student teaching conference and authorize the payment of expenses involved.
e) develop and promote improved teacher education programs with emphasis on student teaching, internships, and research. This shall be done as cooperative ventures involving the college(s) and public schools.

ARTICLE IV

Affiliation

The Council shall participate in the activities of such educational organizations and institutions as shall be approved by the Board of Directors.

ARTICLE V

Meetings

Section 1. *The annual meeting* of the Council shall be held during the month of April at a time and place selected by the Board of Directors.

Section 2. *Other business meetings* of the Council may be called by

the chairman or by a voting majority of the Board of Directors. The agenda for each meeting, including the time and place of such meetings, will be prepared by the Executive Secretary and mailed to the members at least five (5) days in advance of the meeting.

Section 3. *Meetings of the Board of Directors* shall be at the call of the Chairman or any three members of the Board.

Section 4. *Quorum:* The members present at the annual business meeting of the Council shall constitute a quorum. Twenty members of the Council shall constitute a quorum at a specially called business meeting.

Section 5. *Procedure:* The rules of parliamentary practice described in Robert's Rules of Order-Revised shall govern the proceedings of the Council, subject to the special rules which have been or may be adopted.

ARTICLE VI

General Provisions

Section 1. *Amending By-Laws:* Proposed amendments will become part of the By-Laws when they have been (1) approved by a majority of the Board of Directors, and (2) approved by a two-thirds vote of the members present at a regularly scheduled business meeting of the Council.

Section 2. *Initiating Projects:* All Council projects shall be cleared through the Board of Directors before taken to the Council as a whole for discussion and ultimate approval.

Section 3. *Fiscal Year:* The fiscal year for all Council activities shall be from July 1 through June 30.

Officially adopted by Council membership April 18, 1966
Date

Floyd Perry
Executive Secretary

CENTRAL MINNESOTA TEACHER EDUCATION COUNCIL
School of Education, State College
St. Cloud, Minnesota

ACTIVE MEMBERSHIP APPLICATION FORM

The undersigned, being duly constituted legal representative of

_____
Name of School District

hereby applies for membership in the Central Minnesota Teacher Education Council and agrees that:

The school district will supply to the student teacher opportunity to work in a teaching-learning situation cooperatively with teachers who have a completed baccalaureate degree and who are certified under regulations of the State of Minnesota.

The St. Cloud State College and the school district will develop cooperatively and implement the student teaching program as presented in the Student Teaching Handbook and the constitution of the Central Minnesota Teacher Education Council.

_____
Signature of the Superintendent

The official representative on the Council will be _____

_____
name

_____
title

Mailing Address _____

_____

_____

Agreed to and approved by _____
(Signature of the Director of Student Teaching)
St. Cloud State College

_____
Date

The following indicates how the sixty-four dollars ($64) per student teacher is divided:

I.	Among supervising teachers	$30 per student teacher	$30
II.	Operation expenses of CMTEC and Board of Directors	$20 per student teacher	$20
III.	Professional improvement in the centers from among the following:	$14 per student teacher	$14

1. One comprehensive individual membership in AST for each building taking St. Cloud student teachers ($10 each)
2. Building professional library
3. Expenses for attendance at conferences and workshops
4. Payments for workshop speakers or conference leaders
5. Scholarships and/or tuition payments

$64

Example:

Assuming an average of 15 student teachers in a center during a year, the center would receive $960. Of this, $450 would be divided among supervising teachers (I), $300 would be paid the Council (II), and $210 would be used for professional improvement (III).

For additional information, please contact:

Dr. Floyd Perry
Director of Student Teaching
St. Cloud State College
St. Cloud, Minnesota 56301

CMTEC

CENTRAL MINNESOTA TEACHER EDUCATION COUNCIL

St. Cloud State College, St. Cloud, Minnesota

PURPOSE OF COUNCIL: To promote the improvement of teacher education with emphasis on student teaching, internships, and research.

ORGANIZATION

State of Minnesota

↓

State College Board

↓

St. Cloud State College

↓

Thirty-five Public School Districts

OPERATION

Exchange of Ideas

Thirty-five Public School Districts

College

Council

Articles of Incorporation and ByLaws

a. Rights, privileges, responsibility of Council and Board of Directors

Operation

a. Two meetings annually

b. Items referred to Board of Directors

c. Final approval on major issues by Council

Board of Directors

Function

a. Establish budgets

b. Determines membership dues

c. Promote ideas of board

d. Develops projects and sponsors programs approved by Council
   1. Special projects in progress
      a) Internship
      b) Followup of graduates

Operation

a. Four to six meetings annually

b. Organizing and sponsoring Council meetings and other conferences and workshops for administrators and supervising teachers

MEMBERSHIP AND FINANCIAL SUPPORT

State of Minnesota → College

Student Teaching Payment ($64 per student teacher)

Thirty-five Public School Districts

Membership dues from each district ($20 per student teacher)

CMTEC (forty-three members)

Membership

a. One per district (superintendent or his representative)

b. Three supervising teachers

c. Five from college:
   1. President
   2. Academic Dean
   3. Dean, School of Education
   4. Director of Student Teaching
   5. College Supervisor

Board of Directors (nine members)

Membership

a. Three administrators

b. Three supervising teachers

c. Three from college

ED036488

STUDENT TEACHING HANDBOOK

SP003576

ST. CLOUD STATE COLLEGE

No. 2

Published
by
CMTEC
Central Minnesota Teacher Education Council
St. Cloud State College
St. Cloud, Minnesota

ACKNOWLEDGMENTS

This handbook for student teaching is the result of the cooperative efforts of many people, each of whom has made a particular contribution.

The information and suggestions presented are the result of public school and college personnel sharing ideas and working together to develop a high quality student teaching program.

Interwoven in the pages to follow are the rich experiences gained from student teaching supervisors. This handbook would not have been possible without their cooperative efforts.

It is hoped that you who participate in the student teaching program of St. Cloud State College will gain some valuable insights and understandings from reading this publication.

Dr. Floyd Perry
Director of Student Teaching
CMTEC - Executive Secretary

STUDENT TEACHING

HANDBOOK

1967 Edition

ST. CLOUD STATE COLLEGE

FOREWORD

Today, more than in any other generation, we need the personal touch of teachers. This point needs to be inculcated in the minds of all our prospective teachers.

The youth of today face increasingly complex frustrations, anxieties and problems of adolescence. It is a time of inner questioning and outward pressures, of dreams and visions to be fulfilled and of the painful adjustments which are necessary in the face of reality.

A great teacher is not one who imparts knowledge to his students, but one who awakens their interest in it and makes them eager to pursue it for themselves. He is a teacher who in some way or other can make his students develop an "intellectual curiosity" about the life around them; he is a teacher who can make his students react because he has the ability to appeal to something in their "inner self".

This handbook is designed to aid all those people who are actively engaged in the off-campus student teaching program. It should be highly valuable to those who are participating in the program for the first time.

This handbook is not intended as a detailed guide to the philosophy, organization and administration of the program. Its main purpose is the establishment of cooperative relationships and effective communication between public school administrators, supervising teachers, student teachers, college supervisors and others interested in the education of future teachers.

Robert H. Wick, President
St. Cloud State College

TABLE OF CONTENTS

SECTION I
MAJOR CHARACTERISTICS OF THE STUDENT TEACHING PROGRAM 1

BASIC PRINCIPLES OF STUDENT TEACHING
BASIC OBJECTIVES OF THE STUDENT TEACHING PROGRAM
BASIC POLICIES
DEFINITION OF TERMS

SECTION II
SUGGESTIONS TO GUIDE PUBLIC SCHOOL ADMINISTRATORS . . .5

THE ROLE OF THE COORDINATOR
THE ROLE OF THE PRINCIPAL

SECTION III
SUGGESTIONS TO GUIDE SUPERVISING TEACHERS 8

ORIENTATION
OBSERVATION AND PARTICIPATION
INDUCTION INTO TEACHING
SUPERVISION
CONFERENCES
SUGGESTED ACTIVITIES FOR STUDENT TEACHERS

SECTION IV
SUGGESTIONS TO GUIDE THE STUDENT TEACHER 16

HUMAN RELATIONSHIPS DURING STUDENT TEACHING
LESSON PLANNING

SECTION V
THE ROLE OF COLLEGE PERSONNEL 22

DIRECTOR OF STUDENT TEACHING
COLLEGE SUPERVISOR
OBSERVATIONS BY COLLEGE SUPERVISOR
STUDENT TEACHING CONSULTANTS

SECTION VI
EVALUATION 27

USE OF EVALUATION FORMS
SAMPLE EVALUATION FORMS

SECTION VII
CMTEC--CENTRAL MINNESOTA TEACHER EDUCATION COUNCIL 31

PURPOSE AND COMPOSITION
ROLE OF REPRESENTATIVE

SECTION I

MAJOR CHARACTERISTICS OF THE STUDENT TEACHING PROGRAM

Four aspects of the St. Cloud State College student teaching program are included in this section. These are as follows: (1) basic principles of student teaching, (2) basic objectives of the student teaching program, (3) basic policies, and (4) definition of terms.

BASIC PRINCIPLES OF STUDENT TEACHING

... The student teaching experiences should provide contact with the important phases of a teacher's activity both in and out of school.

... The student teaching program should provide continuous, meaningful experiences through a gradual induction into the duties of the student in the teaching situation.

... The student teaching experiences should vary according to the individual student teacher's experience, ability, interest, and needs and the demands of the profession.

... The amount of student teaching required should be determined by the student teacher's ability to demonstrate competency sufficient for success as a beginning teacher.

... The opportunity for success should be provided through adequate guidance, supervision, and the cooperative efforts of supervising teachers, college supervisors, administrators and consultants.

... The physical facilities should be adequate to provide a variety of first-hand experiences with children, youth, and adults in school, home, and community situations.

... The professional laboratory experiences should be evaluated in terms of growth in understandings and abilities needed to assume the responsibilities of a beginning teacher.

BASIC OBJECTIVES OF THE STUDENT TEACHING PROGRAM

... To provide an opportunity for the student teacher to teach under guidance in his major and minor fields

... To provide an opportunity for the student teacher to understand the role of the full-time teacher

... To permit the student teacher to operate effectively in the role of the regular teacher by providing him with the opportunity to work with children and youth

... To acquaint the student teacher with the many duties of a full-time teacher that are necessarily a part of the regular teaching routine both in the school and community

... To become acquainted with and participate in the community where he is student teaching.

BASIC POLICIES

... The student teaching assignment is scheduled in the junior or senior years--preferably the last quarter of the junior year or the first or second quarter of the senior year.

... The minimum requirement of 16 quarter hours of student teaching is completed during a single quarter of full-time responsibility in one of the student teaching centers.

... The student teacher lives in the community in which he does his student teaching and devotes full-time to his assignment. This precludes taking college courses and necessitates spending the majority of the weekends in the community.

... The student teacher is assigned to a community in which he has not been a student at a lower educational level and where he is not well-known by the school personnel.

... The college supervisor visits the student teacher, supervising teachers, and administrators at least once every two weeks and generally once a week. Supervision is provided by college supervisors who are assigned approximately 16-20 student teachers as a full load.

... Student teachers are assigned only to supervising teachers who have completed the bachelor's degree and are recommended by public school administrators and college supervisors.

... The student teacher with an elementary major has one-half of the assignment at the primary grade level and the other one-half at the intermediate.

... In case a student teacher has an endorsement (kindergarten, junior high, special education) the first one-half of the assignment is in the proper grade level and the second one-half in the area of endorsement.

... The student teacher at the secondary level is assigned in both his major and minor areas for the entire quarter. The student teacher is assigned to four class periods during a school day. The other periods are for conferences and planning.

... The student teachers follow the calendar of the cooperating school rather than the college calendar during the assignment; however, the college calendar is followed on the opening and closing of the academic year.

... The student teachers are, with the consent of the cooperating schools, encouraged to attend pre-school workshops and orientation activities.

... The student teachers and college supervisors do not engage in activities in the cooperating school or school district that do not meet with the full knowledge and consent of the administration concerned.

... The student teaching assignment may be changed or canceled at any time if the building principal and college supervisor believe the change beneficial to the student or cooperating school.

... The student teacher may not accept compensation nor be used as a replacement for a qualified teacher. A student teacher may not be used as a substitute teacher.

... Any student who is absent from his assignment more than a total of ten days because of sickness or any other reason does not receive a satisfactory mark in student teaching.

... The student teacher must have a minimum of twenty-five thousand dollars liability insurance before being accepted into any public school for student teaching.

... The student teacher must meet the standards of personal cleanliness and grooming as required by the public schools and the college.

... The student teacher may not satisfy his military obligation and student teaching requirement during the same college quarter.

... The school district receives a token payment in appreciation for this professional service.

DEFINITION OF TERMS

... *Student teacher* -- a college student who is doing his student teaching assignment in a cooperating school under the direction of a college supervisor and supervising teachers.

... *Supervising teacher* -- a classroom teacher who assumes responsibility for the supervision of a student teacher.

... *College supervisor* -- a college staff member who observes the student teacher in the classroom and shares the responsibility with the supervising teacher in the public school for the guidance of the student teacher.

... *Student teaching center* -- a school system that has agreed to accept student teachers in its schools; also referred to as a cooperating center or an off-campus center.

... *Cooperating school* -- a school that is located off-campus to which student teachers are assigned.

... *Director of student teaching* -- a college staff member who administers the total student teaching program.

... *Student teaching consultants* -- the college staff members representing various subject matter areas who are available to work with the college supervisors, supervising teachers, and student teachers.

... *Coordinator of student teaching* -- a public school administrator designated by the superintendent of schools to coordinate the student teaching program within the student teaching center.

SECTION II

SUGGESTIONS TO GUIDE PUBLIC SCHOOL ADMINISTRATORS

In the full-time student teaching program, public school administrators see an opportunity to improve the competence of beginning teachers. In this section basic suggestions are given to guide the administrators who assume specific responsibilities essential to implement an effective student teaching program.

The administrator who coordinates the total program is designated by the superintendent of schools; in some centers this person is the superintendent. In every case the coordinator furnishes the leadership necessary to initiate and maintain an effective program of student teaching.

A close working relationship between the public school coordinators and college supervisors is necessary for effective exchange of ideas between the public schools and the college. Each must be familiar with existing policies pertaining to the student teaching program.

THE ROLE OF THE COORDINATOR

The coordinator assumes a number of responsibilities; however, these vary from one student teaching center to another. The following are suggestive of some of the things he can do to insure an effective student teaching program in the schools of a particular center:

... delegate the authority to administer the program in a specific school to a highly qualified person who is interested in the area of teacher education. In junior and senior high schools, this person is usually the building principal; however, it may be the director of secondary education. In elementary schools, the director of elementary education usually assumes this responsibility for all elementary schools.

... become thoroughly familiar with the program of student teaching and assist building principals with the administration of it.

... interpret the student teaching program to the community, board of education, and teaching staff.

... encourage an exchange of ideas among all concerned with improving the quality of teachers to the level desired by any school system.

... show interest in the program by attending, and encouraging administrators and supervising teachers to attend, conferences that pertain to the student teaching program.

... encourage members of the staff to participate in the program. Approve the selected corps of supervising teachers who will participate in the program.

... assure the availability of physical facilities, material and human resources that are necessary to provide a range of experiences with children, youth, and adults for the student teachers who are assigned to the center.

... initiate a program of in-service training that will increase the understanding and interest of public school personnel in teacher education.

... determine which quarters (fall, winter, spring) the center should accept student teachers and the number of student teachers desired during a specific quarter.

THE ROLE OF THE PRINCIPAL

The degree of responsibility assumed by the building principal or person designated by the coordinator varies from center to center. The following list of responsibilities are suggestions which resulted from cooperative planning and discussion with public school and college personnel:

... select capable supervising teachers with the assistance of the college supervisor. From among the *best* teachers select *only* those who have an interest in the program and are willing to serve in this capacity. The supervising teacher should have completed a college course in the supervision of student teachers. Orient all faculty to the student teaching program.

... consult with the college supervisor in making assignments of student teachers to supervising teachers and scheduling their daily program.

... welcome, and later observe, student teachers and make them feel they are a part of the faculty and a member of a worthy profession.

... orient student teachers to school policies and procedures. This may involve a meeting with all student teachers prior to the start of their assignment or during the first week of the assignment.

... make housing information available to incoming student teachers.

... distribute school handbook, pupil handbook and other pertinent materials to student teachers and ask them to review these.

... assist supervising teachers when problems arise, and arbitrate differences regarding specific aspects of the program. Consult regularly with the college supervisor.

... make records of pupils available to student teachers under the guidance of a supervising teacher, administrator, or counselor.

... schedule the student teacher for a minimum of two days during the student teaching assignment for observation in other classes and grade levels than those assigned for student teaching. This should also include visits and conferences with special area teachers as well as the guidance director, nurse, librarians, and other supportive personnel in order to understand their working relationship with the teachers.

... hold a final conference with all student teachers in his building.

SECTION III

SUGGESTIONS TO GUIDE SUPERVISING TEACHERS

The supervising teacher in the public school plays a key role in the education of the student teacher. Because of the significance attached to the supervisory role, it is necessary that the supervisor be thoroughly familiar with a number of guiding precepts. Suggestions for each of the following areas of supervision are presented to serve as a guide for the supervisor: (1) orientation, (2) observation and participation, (3) induction into teaching, (4) supervision, (5) conferences, and (6) suggested activities for student teachers.

ORIENTATION

A good orientation program is a vital part of the supervising teacher's work with student teachers in the public schools. When properly oriented, the student teacher feels more "at home" and makes faster progress in actual teaching. Although orientation is generally regarded as very significant during the initial stages of student teaching, it is most effective when it is a continuous process throughout the assignment. The following are suggestions to guide the supervising teacher:(1) general orientation, (2) orientation by supervising teacher, (3) orientation to the pupils, and (4) orientation to the community.

The college supervisor and public school personnel assist with the general orientation by:

... making available the student teacher's folder to each supervising teacher. This folder should be available through the office of the building principal prior to the beginning of the assignment. It contains past records and other information about the student teacher that is of value to the supervisor.

... having the building principal introduce the student teacher initially to the supervising teacher and other faculty members, administrators, custodians and others with whom he will be in contact during his assignment.

... setting up committees to help the student teacher become acquainted with the facilities -- such as the nurse's office, pupil records, instructional supplies, and audio-visual materials.

... discussing school policies, rules, and regulations with him.

The supervising teacher assists in the orientation of student teachers by:

... talking to him informally and getting to know him as a person.

... including him in the discussion and planning with pupils.

... exchanging ideas and suggestions and accepting the student teacher's if they are practical.

... helping him to become thoroughly familiar with the classroom and all teaching aids and materials that are available for his use.

... informing the student teacher of past and future school activities that he will not experience during his assignment.

The supervising teacher assists in the orientation of student teachers to pupils by:

... informing the pupils before the student teacher arrives that there will be another teacher in the room for a period of time.

... 'playing down' the idea that he is a student and place him in the role of another teacher in the classroom.

... providing or helping the student teacher prepare a seating chart and urging him to learn the names of the pupils as soon as possible.

The supervising teacher and other teaching personnel assist in orienting the student teacher to the community by:

... helping the student teacher become acquainted with people in the community.

... sensitizing the student teacher to the community in general and more specifically to its educational resources.

OBSERVATION AND PARTICIPATION

Prior to the time when a student teacher assumes responsibility for teaching a class, he is an observer and participator in the classroom.

In order to be effective in this role, he must observe with a purpose. In other words, he must have specific things in mind to look for as he observes the regular teacher and the pupils. Usually, it is necessary to limit the number of things the student teacher is assigned to observe during a specific observation. Participation is an integral part of the observation period. The following suggestions to the supervising teacher are intended as aids in making the observation-participation period more effective for the student teacher.

The supervising teacher assists the student teacher with his observations by:

... discussing the daily lesson plans with the student teacher prior to teaching the class.

... having him observe various ways lessons are introduced in the different classes.

... having him make notes of motivational techniques employed.

... suggesting he note variations in teaching procedures used from day to day.

... discussing with him individual differences and ways of handling these within the classroom.

... helping him become familiar with teaching materials and their uses in the classroom.

... discussing discipline or classroom control and helping him understand specific problems.

... having him note the necessity for flexibility in planning.

... helping him become aware of the various techniques possible for closing the lesson.

... familiarizing him with routine classroom duties apart from the actual teaching.

The supervising teacher can assist the student teacher in his observations of pupils by:

... discussing ways of obtaining interest and attention of pupils.

... helping him analyze discipline cases that arise -- trying to get at the cause and suggest ways of handling them within the guidelines of established school policy.

... noting leaders, followers, and withdrawn pupils in the classroom and discussing these cases with him.

... considering how broad objectives such as attitudes, habits, and appreciations are achieved.

... noting how pupils are involved in daily or unit planning.

During the observation period it is a good policy to have the student teacher assume responsibilities preceding his actual teaching experience. These responsibilities will vary from school to school and at the different grade levels. Participation is intended to help the student teacher gain confidence by doing such things as:

... taking roll.

... giving class assignments.

... reading a story or poem.

... assuming playground supervision of a group.

... administering and checking tests.

... assisting the regular teacher by giving individual help to pupils.

... sharing in pupil-teacher planning.

Because shared-planning is considered to be such an important part of the student teaching experience, a brief description of this aspect of participation is included. Planning should be shared during the entire experience; however, it is probably most important during the period when the student teacher is observing and when he begins actual teaching. The supervising teacher should share written, as well as verbal plans with the student teacher. There is need to discuss the daily plan -- its objectives, materials used, procedure, and ways to evaluate the results after the lesson has been taught.

INDUCTION INTO TEACHING

A student teacher should begin his teaching experience as soon as the supervising teacher believes he is ready to assume this responsibility. It is better that this be a cooperative decision between the student teacher and supervising teacher. Induction into actual teaching should proceed gradually.

The student teaching assignment should include observation, participation, and teaching. As the student teacher repeats this cycle throughout the assignment he should assume more and more responsibility for planning, teaching, and evaluating the on-going teaching-learning experiences of the classroom.

In the elementary school the student teacher may take over one lesson at a time; i.e., starting with the third, fourth, or fifth day and adding another lesson at intervals of three to four days. Major responsibility should be assumed for the last week of each six-week period.

At the secondary level, observation should last from two days to one week. Usually, the student teacher will assume some teaching responsibility in one class near the end of the first week and for the other three classes within the next two weeks. Even though this procedure varies with the supervising teacher, it is common practice for the student teacher to assume major responsibility in all four classes for the final three weeks.

SUPERVISION

The quality of the daily supervision is the key to a high quality student teaching performance. No other single factor is so important in the development of the total potential of a beginning teacher.

In their daily work with student teachers, the supervising teacher should:

... help the student teacher relate teaching theory to actual teaching in the classroom. Discuss with him the reasons for selection of materials and methods to be used.

... try to assure understanding and application of the basic principles of learning.

... require lesson plans well in advance of all teaching done by the student teacher; discuss the plans and offer suggestions prior to the teaching of the lesson; help the student teacher evaluate the lesson after it is taught; encourage independent, thinking in planning, use of materials, motivation, and teaching approaches.

... withhold criticisms during a lesson except in rare cases.

... establish good rapport between the student teacher and the pupils, and between the supervising teacher and the student teacher.

... help develop consistent classroom control which is conducive to learning. This should include promoting self-control and respect for others.

... help promote a natural, working atmosphere in the classroom in which the teacher is poised and confident and the children are self-directive and free from tensions.

... help meet the needs of the pupils. This will include developing a sense of belonging, achievement, and freedom from fear. This will generally preclude the use of penalities such as ridicule, sarcasm, reproof before the class, corporal punishment, nagging, punishment of the group for the offense of one or a few, lowering a mark, detention, and assigning additional work as a penalty.

... emphasize the development of such attitudes as concern for others, willingness to do the best quality of work possible, willingness to help others, honesty and fair play, and appreciation for cultural and and intellectual values.

... help provide for individual differences among children and youth. This presupposes an understanding of children, provision for optimum growth, and efforts to aid the slow and the gifted.

... assist the student teacher to realize the need for continuous evaluation of his teaching techniques. This will in turn affect his planning and improve the quality of classroom teaching.

CONFERENCES

Supervision cannot be successful unless the persons involved (supervising teacher, college supervisor, and student teacher) get together to discuss the experience of the student teacher. These conferences may involve two individuals (e.g., supervising teacher and student teacher) or they may involve several individuals (e.g., supervising teacher, student teacher, college supervisor, and possibly an administrator). The following suggestions pertain to the relationship between the supervising teacher and the student teacher. The supervisor should:

... acquaint the student teacher with the purpose of conferences and his responsibility in the conference.

... be prepared to analyze the student teacher's ideas and offer criticism and suggestions.

... take advantage of "free" moments for frequent informal conferences to discuss daily problems.

... try to gain insight into the student teacher's interests, background, ambitions, and professional attitude.

... be willing to learn through the experience as a supervisor. Listen and accept reasonable proposals for conducting the class.

Effective conference technique may be achieved if:

... each participant recognizes the purpose of the conference.

... the setting is free from tension.

... each individual feels free to play an active role -- to contribute, suggest, and listen -- "We need to listen to each other, not merely take turns talking."

... each individual is respected for his contributions.

... the conference is used for constructive planning rather than a time for griping or discussing personalities.

SUGGESTED ACTIVITIES FOR STUDENT TEACHERS

The supervising teacher may assign a number of activities to the student teacher which will help acquaint him with the overall duties of the public school teacher. If it meets with approval of the administration and the supervising teacher, the student teacher may be expected to:

... prepare and score tests.

... keep an attendance record (elementary teachers).

... prepare reports required of a regular teacher.

... assist with school events and extra-curricular groups, when this does not conflict with the basic teaching assignment.

... attend athletic and other events.

... be present at P.T.A. meetings and meet parents.

... attend department or school faculty meetings.

... study individual pupil records.

... prepare daily lesson plans and unit plans.

... attend to routine duties in the classroom.

... visit other classrooms and special teachers as scheduled by the principal.

... participate in community activities.

... attend local, state, and county professional meetings.

SECTION IV

SUGGESTIONS TO GUIDE THE STUDENT TEACHER

This section is designed to be of help to the student teacher prior to and during his student teaching assignment. It should also be helpful to administrators, faculty members in the public schools, and others associated with the student teaching program. Suggestions are given with respect to the following areas: (1) human relationships during student teaching and (2) lesson planning.

HUMAN RELATIONSHIPS DURING STUDENT TEACHING

In the particular area of relationships between the student teacher and others connected with the program, suggestions are presented relative to the following areas: (1) initial relationships, (2) relationships with the supervising teacher, (3) relationships with the pupils, (4) community relationships, and (5) relationships to the profession.

Good initial relationships are very important to the student teacher. His experience begins as soon as he enters the school. During the first few days he should:

... familiarize himself with the names of administrators, faculty members, and other school personnel.

... obtain a school handbook and other school bulletins which deal with school policies and regulations.

... learn about school procedures such as attendance reports, nurse's services, and lunch room facilities.

... become familiar with school schedules, homeroom activities, assemblies, and playground duties of teachers.

... learn the rules and regulations governing such activities as registration, fire drills, field trips, and excursions. These should be learned through participation.

It is important that the student teacher establish a good working relationship with the supervising teacher as soon as possible after the assignment begins. This should be a cooperative relationship in which the primary objective is to develop his effectiveness as a teacher. Several suggestions are offered the student teacher as a guide to developing this relationship. The student teacher should:

... try to learn as much as possible about the teaching situation the first week.

... ask questions when you are not sure.

... study carefully what the supervising teacher does but do not imitate.

... study carefully the reactions of pupils.

... have questions ready to ask when you have a conference with the supervising teacher.

... remember that your attitude toward suggestions and criticism is best reflected in your actions following a conference.

... remember that much of your success as a student teacher depends upon your ability to work effectively with the supervising teacher.

Understanding and patience are essential qualities when working with pupils in the classroom. The student teacher must become acquainted with the pupils as soon as possible, preferably before actual teaching starts. Several suggestions are offered that should promote a better relationship between the student teacher and the pupils. The student teacher should:

... learn the names of pupils during the first two weeks. Use a seating chart to facilitate this.

... keep a behavior journal of a pupil under the direction of the supervising teacher.

... meet pupils in a social atmosphere such as a school party, lunch room, or other situation approved by the supervising teacher.

... have conferences with school nurse, administrator, guidance director, and other teachers.

... study the cumulative records of pupils whenever possible.

... strive to gain the respect of students. Don't try too hard to get students to like you!

The good teacher is conscious of his responsibility to the community in which he lives. His effectiveness as a professional person is greatly increased when he is recognized by pupils and parents as a skillful, sincere participant in the activities of the community. The student teacher should:

... study the community.

... become acquainted with community organizations.

... practice the skills of active participation in community activities and organizations such as civic groups, scouting, church affairs, and parent - teacher organizations.

... plan with your supervising teacher to make the best use of the available community resources in your teaching.

The rules which guide a teacher in his professional life are relatively simple and based on common sense. Thought and effort on your part should make you aware of your responsibility to the organized activities of the profession. It is expected that you will:

... continue to read various professional books, periodicals, journals, and bulletins.

... assemble a bibliography of professional books, magazines, and other resource materials which may prove helpful to you in your teaching career.

... become acquainted with the nature and functions of national, state, and local educational organizations and other professional organizations pertinent to your field.

... attend state and local workshops, clinics, conferences, or other meetings at which professional practices and new developments in education are discussed.

LESSON PLANNING

Good planning makes good teaching possible. For some experienced teachers, it may involve a mental organization of the objectives, procedures, materials, and evaluation to be used. However, for most teachers and for all beginning teachers, written statements regarding each of the major elements of a lesson plan are necessary.

The following areas of planning are briefly considered: (1) need for written plans, (2) kinds of plans, and (3) follow-up to a lesson plan.

The most important use of written plans is realized in the process of thinking them through and writing them out. There is no substitute for that activity on the part of student teachers. Your written plans should:

... help determine practical and varied techniques for presenting the material as well as a variety of materials to be utilized. These varied techniques and materials should be used in the teaching process to achieve the stated objectives.

... be useful to your supervising teacher and may be referred to by your college supervisor. Suggestions and constructive criticism can be given more easily and effectively on the basis of written plans. Space should be provided for brief suggestions and evaluations by the supervisors and for your critical notes at the end of each day's teaching.

... include a wealth of specific, concrete proposals.

... give confidence that you are prepared for the teaching and provide assurance that you will not be "empty-handed" at any time during the teaching of the lesson.

... give consistency and direction to your teaching.

The student teacher needs to work with the supervising teacher to familiarize himself with the yearly plan, the units planned (if units are used), and the daily plan. Careful planning with your supervising teacher will help you to know the pupils better and take a more active part in the program from the very start of your work. The student teacher should:

... know the content and activities for which he will be responsible.

... work out the form and content for lesson plans with the supervising teacher.

... prepare daily plans which should be checked by the supervising teacher and made available to the college supervisor when he observes the student teacher in charge of the class.

... write detailed plans at first and later in the assignment, with the consent of the supervisors, plans may become less detailed.

... be sure that definite understandings and agreements are reached with the supervising teacher before beginning to put the plans into effect.

There are many kinds of plans; however, we usually think of plans as being long-term (yearly), unit, or daily in their scope and organization.

The yearly plan is a tentative and flexible organization of content or activities for the entire school term. An example of this might be the listing of a number of units to be taught in fourth grade social studies. At the secondary level, it might involve a number of units proposed by the teacher.

The unit plan involves content or activities that require from one to four weeks to complete. It provides for differentiated assignments and the organization of content into logical, complete divisions rather than disconnected daily divisions. Basically, the daily and unit plans include similar major headings. The following is an example of a *unit* outline:

I. Title of the unit
II. General statement of purpose
III. Specific objectives
IV. Procedure
    A. Introductory activities
    B. Developmental activities
    C. Culminating activities
V. Materials to be used
VI. Evaluation
VII. Bibliography

The daily plan must be used as a guide regardless of whether or not the unit approach is followed. Although the daily plan is similar in organization to the unit plan, it is more specific and limited in its objectives. One day might be devoted to developing one aspect of the unit (e.g., introduction to the unit) whereas several weeks might be required to complete the unit. The following is a sample *daily* lesson plan:

I. Specific purpose or purposes for the day
II. Procedure
    A. Teacher activities (possibilities)
        1. Introductory statements

2. Lecture and discussion
3. Lecture and demonstration
4. Group work
5. Discussion
6. Reports
7. Assignment
8. Conclusion to lesson (summary)

B. Student activities (possibilities)

1. Discussion
2. Group work
3. Note-taking
4. Listening
5. Written quizzes
6. Reports

III. Materials (possibilities)

A. Books
B. Periodicals
C. Audio-visual materials
D. Models
E. Teaching aids
F. Chalkboard

IV. Evaluation

A. Pupil achievement
B. Self-evaluation (examination of teaching performance)

After completing a lesson, several things can be done as a follow-up to the lesson plan that will assure better future planning and teaching. The student teacher should:

... discuss the lesson taught with the supervising teacher and/or college supervisor.

... consider ways of improving the lesson. At least once a week, write an evaluation of one lesson you have taught. This evaluation should include an analysis of the lesson and ways of overcoming weaknesses.

... examine each lesson taught; this should affect your planning for the next day.

SECTION V

THE ROLE OF COLLEGE PERSONNEL

This section is designed to explain some of the duties of the college personnel who are directly concerned with the student teaching program. The college personnel included are the director of student teaching, college supervisors and student teaching consultants.

DIRECTOR OF STUDENT TEACHING

The responsibility for promoting a cooperative working relationship among college personnel, student teachers, and public school personnel is a primary concern of the supervisory staff who work under the guidance of the director of student teaching.

In developing a high quality program of student teaching, the director of student teaching should assume the following responsibilities:

... establish contractual relationships with the public schools.

... publicize the program and its requirements to advisors and students.

... process applications for student teaching.

... select appropriate student teaching assignments in regard to majors, minors, the needs of students, and requests of public schools.

... reject those students not eligible for assignment and counsel with them.

... provide continuous orientation among the supervisory staff so that the program is basically the same but continuously improving in all centers.

... arrange for off-campus instruction by offering courses in supervision designed for the supervising teachers and administrators in the public schools.

... provide folders containing appropriate information on each student teacher for use by administrators and supervising teachers.

... supply information to student teaching applicants about the centers, application process, eligibility, and nature of assignments.

... provide specific orientation to student teachers by conducting a one-day workshop the first day of each quarter.

... plan and conduct conferences on campus for the purpose of sharing ideas with representatives from student teaching centers and college personnel concerned with the program.

... confer with administrators in the public schools regarding problems of supervision, student teachers, conferences, workshops, and other matters pertaining to the program.

... arrange for visitations in the student teaching centers by advisors of student teachers and student teaching consultants.

... conduct a conference with the building principal, college supervisor, and supervising teachers working with any student teacher who is not making satisfactory progress and assume the responsibility for the recommended action of the group.

COLLEGE SUPERVISOR

The college supervisor has a number of responsibilities which involve relationships with college personnel, public school personnel, and student teachers. In carrying out these responsibilities, the college supervisor coordinates the entire student teaching program as it relates to a specific student teaching center. Duties of the college supervisor are presented as they pertain to: (1) the college, (2) the public school administration, (3) the supervising teachers, (4) the local community, and (5) the student teacher.

The college supervisor is responsible to the college for:

... working on the in-service program of the college supervisory staff for the development and improvement of the total student teaching program.

... informing the college staff of problems as they arise in the public schools, particularly as they apply to strengthening the instructional program of the college.

... representing the college in the particular centers where he is supervising; expecially in relation to any disciplinary action which may be necessary in relation to student teacher performance in the center.

... informing the director of student teaching of developments, problems, and progress in each of his student teaching centers.

... providing the placement bureau with realistic evaluations of student teachers upon completion of their assignments.

The college supervisor is responsible to the public school administrators for:

... developing cooperatively the student teaching program within the center.

... cooperating with the administration in the assignment of student teachers.

... consulting with the administration regarding problems which arise from the student teaching program.

... working with the administration in developing an in-service program of education for the supervising teachers such as workshops in supervision and extension classes.

The college supervisor is responsible to the supervising teachers for:

... supplying the supervising teachers with information concerning the program.

... furnishing the supervising teachers with information about the student teacher.

... giving the supervising teacher suggestions on how to work with a particular student teacher.

... supervising the student teacher at work in the classroom and consulting with the supervising teacher concerning the work observed.

... evaluating the work of the student teacher cooperatively with the supervising teacher.

The college supervisor is responsible to the local community for:

... becoming acquainted with the local community and its problems so he may effectively guide the student teacher.

... being available to speak at service clubs, parent-teacher association meetings, and other organizations concerning the student teaching program.

The college supervisor is responsible to student teachers for:

... acquainting the student teacher with the public school system to

which he is assigned.

... informing the student teacher of his responsibilities to the community and suggesting ways he can utilize community resources in his teaching.

... alerting the student teacher to community pressures which may affect the student teaching program.

... helping the student teacher evaluate his experience and thus guide his continued growth.

... assisting the student teacher to develop an understanding of the significance of teaching as a profession. This would include developing a professional attitude that is positive relative to ethics, teaching method, professional organizations, and the significance of professional materials available to teachers.

OBSERVATIONS BY COLLEGE SUPERVISOR

... The college supervisor makes a minimum of six major classroom observations per student teacher per quarter; each one of these is for one full class period. Other classroom observations for a shorter period are made when possible.

... All of the observations are followed by a conference when possible, or a written resume' of the observation is given to the student teacher. Three-way conferences including the student teacher, supervising teacher, and college supervisor are conducted when deemed necessary.

... The college supervisor keeps a written record of each observation.

... The college supervisor records the major points discussed during each conference.

... The college supervisor confers with the appropriate school administrator as to the student teacher's professional growth.

STUDENT TEACHING CONSULTANTS

Each school year the department chairmen select one or two members of their respective department to serve as consultants. These include business education, industrial education, elementary education, secondary education, special education, physical education, psychology, library science, art, biology, English, foreign languages (French, German, Spanish) mathematics, music, physical sciences, social sciences, geography, history, speech pathology, speech and dramatic arts.

These consultants are qualified to serve in an advisory capacity in any manner which will benefit the student teaching program. They frequently visit student teaching centers with the college supervisors and observe the student teachers in their role of teachers. They are available to advise college supervisors, supervising teachers, and student teachers regarding professional problems which may arise in their specific areas of teaching.

SECTION VI

EVALUATION

Evaluation is an essential and continuous part of any learning process, including student teaching. During the student teaching period it may be classified in two ways, namely: (1) evaluation as it pertains to the achievement and progress of the pupils in the classroom and (2) evaluation as it pertains to the progress of the student teacher in his role as a teacher.

No attempt will be made to discuss the techniques of evaluation in this section. However, several suggestions follow which may prove helpful to the student teacher in evaluation of pupils:

... ask your supervising teacher any questions you have concerning evaluation of pupils and teaching.

... study the testing program of the school.

... direct the evaluation so that it will lead to growth and development of individuals in the classroom. Evaluation should focus upon self-evaluation by pupils.

... utilize a variety of evaluation techniques. This should include techniques such as the interview, discussion, group work, conferences, various types of records, and the results of tests.

... direct your evaluation to appraise objectives such as development of self-control, respect for others, communication skills, willingness to do the best quality work, honesty, fair play, and appreciation of beauty as well as mastery of subject matter.

The evaluation forms are especially significant because they are the basis for evaluating growth and development of the student teacher. Although directed to the supervisors, they deserve careful scrutiny by the student teacher. Evaluation is most effective when it occurs several times during the quarter. The student teacher should:

... become thoroughly familiar with the qualities which are the basis for evaluating his teaching and predicting his future success as a teacher.

... ask the college supervisor and supervising teacher to discuss with you the evaluation of his progress.

... critically evaluate his own progress from time to time by using the evaluation forms.

USE OF THE EVALUATION FORMS

Evaluation of a student teacher has three major purposes:

... to measure the progress the student teacher is making and to stimulate growth in those areas where evaluation indicates a weakness.

... to give the hiring official some indication of the level of competence attained by the teacher candidate.

... to indicate to the college the individual's performance as a student teacher.

PERIODIC PROGRESS REPORT

The Periodic Progress Report is to be used in a program of continuous evaluation of the student teacher. In order to measure progress toward the goal of competence needed by beginning teachers, evaluation will need to be a continuous process, recurring throughout the student teaching assignment. For example, a student teacher might be evaluated at the end of every two weeks.

In order for the student teacher to strengthen the areas in which he is weak, he will have to share in the evaluation process and be stimulated to put forth special effort where needed. The cooperative procedure produces the most satisfactory evaluation.

Evaluation of teaching effectiveness should be a daily process where the student teacher and the supervising teacher examine lessons taught, discuss strengths and weaknesses in the teaching process, and decide on ways of improving the teaching in the classroom.

Final Evaluation

... The Final Evaluation form is used by the supervising teacher when writing his final evaluation of the student teacher for the college supervisor. The college supervisor uses the form when writing his final evaluation. His evaluation is a composite of all reports made by supervising teachers.

The information on this sheet should be frank and complete; however, the final evaluation should be shared with the student teacher.

Final Evaluation

REPORT OF STUDENT TEACHING

St. Cloud State College

Student Teacher _____ Quarter _____ 19 ____

School _____ City _____ Grade Level or Subject _____

	Low	Average	High
Results in teaching			
Cooperation			
Professional qualities			
Personal qualities			
Command of subject matter			
Communication skills			

How long and under what circumstances have you known this person?

What are the candidate's strong points?

What are the candidate's weak points?

Additional comments.

Probable success as a teacher.

Signature Position Date

PERIODIC PROGRESS REPORT

Student Teacher _____ Lesson & Grade Observed _____ Date _____

Supervising Teacher _____ School & Town _____ Extent of Visit _____

1	2	3	4	5
Unsatisfactory	Unsatisfactory	Satisfactory	Satisfactory	Satisfactory
Very poor	Poor	Fairly good	Good to very good	Outstanding
Needs extensive improvement	Needs much additional work	Minimum acceptable		
Not completed		Could show some improvement		

Refer to observation number when making comments.

Observation	Rating	Comments
1. Dress & Grooming Health		
2. Lesson preparation		
3. Knowledge of material		
4. Lesson presentation		
5. Opening remarks & motivation		
6. Speech - voice		
7. Enunciation - grammar		
8. Use of teaching aids		
9. Class participation ; and reaction		
10. Enthusiasm - interest		
11. Classroom control		
12. Rapport with students and faculty		
13. Flexibility		
14. Questioning and directions assignments		
15. Effective review & summary of day's lesson		
16. Initiative		
17. Habits & mannerisms		
18. Proper use of time		
19. Self evaluation		
20. Progress of student		
21. Awareness of all students and activities		
22. Written communication spelling, punctuation		
23. Attitude toward criticism		

Supervisor _____

Student _____

SECTION VII

CMTEC

Central Minnesota Teacher Education Council

Purpose and Composition

The Council is a non-profit, tax exempt corporation pursuant to the provisions of Chapter 317 Minnesota Statutes.

The purpose of the Council is to promote the improvement of teacher education with emphasis upon student teaching, internships, and research. It is composed of one representative from each of the school systems that cooperate in the student teaching program, plus three supervising teachers and five college representatives. The Board of Directors of the Council is composed of three supervising teachers, three public school administrators, and three college representatives. Both the Council and Board of Directors meet regularly.

For further information see CMTEC, Organization and Operation Manual which is available for ($1.25) one dollar and twenty-five cents at the Office of Student Teaching, State College, St. Cloud, Minnesota 56301.

Role of Representative

The council representative from each school system has the responsibility of thoroughly understanding the student teaching program and of interpreting and explaining the program to his school system. The representative also has the responsibility of orientation of the student teachers, supervising teachers, other school personnel, and the public about the student teaching program in his school. Another responsibility of each council member is that of implementing changes in the student teaching program as determined by the Council.

ED036488

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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[CENTRAL MINNESOTA TEACHER EDUCATION COUNCIL PROGRAMS. GRADUATE INTERNSHIP IN ELEMENTARY TEACHING.]

St. Cloud State College

St. Cloud, Minnesota

1970

SP003576

St. Cloud State College
St. Cloud, Minnesota

SUMMARY

St. Cloud State College in St. Cloud, Minnesota, is primarily devoted to teacher education. Some 65% to 67% of the approximately 1,200 students who graduate each year go into teaching. The Department of Student Teaching places student teachers in 35 school districts in central Minnesota, including the metropolitan areas of St. Paul-Minneapolis--much the largest population concentration in the state.

In order to promote the improvement of teacher education with emphasis upon student teaching, internships and research, the Central Minnesota Teacher Education Council (CMTEC) was formed in May, 1966, to direct and control the student teaching program. It is a non-profit, tax-exempt corporation approved by the State College Board. Active membership is open to St. Cloud State College and to any school district having a contract with the college for student teacher placement.

Attracted by the opportunity to pool resources and ideas and to participate in structuring the student teaching program, all 35 districts quickly joined the council.

One result of CMTEC has been vastly enriched two-way communication between the schools and the college. Another has been the development of a cooperative teacher education program that gives students 12 weeks of intensive and extensive experience. They develop teaching skills under the close supervision of two outstanding master teachers and, perhaps equally important, live the role of a teacher on a full-time basis.

CMTEC has two major assets: With built-in financial support, the council can develop and implement new and innovative programs and conduct seminars and conferences. As a joint venture with all concerned participating in the decision-making, the school districts not only approve the program; they help to build it.

The program to be discussed consists of two interdependent parts. One is CMTEC, the council itself. The other is the student teaching program developed by the council.

SP003576

We will consider CMTEC first, since the formation, structure and economics of that body make possible the cooperative student teaching program.

CENTRAL MINNESOTA TEACHER EDUCATION COUNCIL

CMTEC has 43 members: one from each of the 35 school districts (either the Superintendent or his representative), five members from St. Cloud State College (the President, Vice President for Academic Affairs, Dean of the School of Education, Director of Student Teaching and one of the college supervisors), plus three supervising teachers (one each from elementary, junior and senior high levels).

The elected Board of Directors includes three administrators, three supervising teachers and three college people. Administrators and teachers are represented in equal numbers and the board contains twice as many members from the public schools as from the college. Each member serves a three-year term with one-third of the board elected every year. (Further details of the council organization will be found in the Organization and Operation Manual included as supporting document No. 1).

The council has a self-supporting financial structure. Part of the revenue comes from associate memberships at an annual rate of $20 for an individual membership, $50 for an organizational membership or $100 for an institutional membership.

But major funding for the council comes from fees paid to the school districts by the college for placement of student teachers. One of the basic tenets of CMTEC is that good student teacher supervision cannot be bought. Even if the entire $64 allowed by the state for the 12-week period were paid to the master teacher (or divided between the two who typically supervise a student) it would be no more than a token. So supervision must be a professional labor of love and the quality of it will not vary whether master teachers are paid a dime or $64.

This being the case, it is to the advantage of the students, the districts and the college to put some of these dollars into a common fund, controlled by the council and

used for the growth and benefit of all. The districts have agreed to apportion each $64 in the following manner:

$30 to supervising teacher or teachers
$20 to CMTEC
$14 for professional improvement in participating schools.
(See p. 14 of supporting document No. 1).

Thus, with approximately 780 student teachers each year, plus associate membership fees, the council has resources of about $20,000 annually to up-grade the student teaching program in ways that would not be possible were the program dependent solely on college financing.

COOPERATIVE STUDENT TEACHING PROGRAM

The student teaching program is designed to put students into situations as comparable as possible to the first year of professional teaching. They are placed in communities where they have not lived nor attended school. The student must find an appropriate place to live and get acquainted with his new situation. The objective is for him to become familiar with the role of a teacher both in school and in the community.

If the student teacher plans to teach at the secondary level, he works the entire 12 weeks in both his major and minor fields. He is assigned to four periods out of a six-period day.

At the elementary level, he has six weeks of full days in a primary grade and six weeks in an intermediate grade. When possible, student teachers are assigned to a variety of situations. For example, he might spend the first six weeks in a self-contained class room and the second six weeks as part of a teaching team.

A college supervisor works with 16 - 20 student teachers, usually observing each once a week. CMTEC encourages districts to take enough student teachers in one building to constitute a full load for a college supervisor. Thus, the supervisor can set up his office in that building, see the students every day, hold joint conferences with them, make better use of audio and video tapes and contribute more to each student teacher's

development.

The student follows a recurring cycle of observation, participation (bit teaching with individuals or small groups) and teaching. He goes through this cycle at least three times in each grade or subject, assuming greater responsibility for the planning, teaching and evaluation each time around. Before he finishes his student teaching, he must demonstrate that he is capable of carrying the entire responsibility on his own. If he cannot, he is not recommended for certification. From one to three percent of our student teachers are unsuccessful each year.

Student teachers and supervisors share all aspects of each day's work, with the supervising teacher encouraged to help the student develop his own style of teaching rather than imitating the master teacher. (For further details of the student teaching program, see the Student Teaching Handbook included as supporting document No. 2).

Two off-shoots of CMTEC are the COMMON MARKET and INTERNSHIP programs.

COMMON MARKET

The common market program is open to student teachers from any of the five state colleges in Minnesota. (See "Organizational Chart--Common Market Student Teaching Program" as supporting document No. 3). It is particularly valuable to those who wish a metropolitan or inner city experience in the Twin Cities of Minneapolis and St. Paul. For the quarter of their student teaching, all common market students become students of St. Cloud State College and go through the student teaching program operated by CMTEC. Each college provides equal financial support and may place an equal number of student teachers (up to a maximum of 150 per year). Student teachers are placed in clusters of five to eight in a school, including at least one student from each college. College supervisors live in the Twin Cities, so they have easy access to student teachers in their schools. (Further details of the program will be found in the "State College Common Market Student Teaching Program" as supporting document No. 4).

CMTEC has authorized funds to provide all common market student teachers with continuing exposure to metropolitan cultural and sports events, as well as tours, seminars and conferences. (See "Minneapolis-St. Paul Common Market Student Teaching Calendar," supporting document No. 5).

Each common market student teacher is video taped at least twice during his experience, so that he can compare his performances. At the conclusion of the 12 weeks of student teaching, each common market student teacher (as well as every other student teacher in the 35 districts covered by CMTEC) will complete the Purdue Opinionaire. The results will be given each year to the school districts and to the academic departments of the college. This is financed by CMTEC.

Some advantages of the common market program:

To the student: A student from any state college may have a metropolitan student teaching experience with one of the two largest districts in the state

Cross-fertilization of ideas and methods as students from different colleges work together

Close supervision by a college supervisor who lives in the Twin Cities

A wide range of community activities as a group--arranged and financed by CMTEC.

To the district: A greater variety of student teachers to consider for future employment

The district gets student teachers from several colleges but needs to contract with only one

Supervising teachers need to learn and implement the policies of one college instead of several.

To the colleges: Colleges remote from the Twin Cities may conveniently send student teachers there for a metropolitan experience

Supervision that would be too costly for one college alone can be provided for all under the common market plan.

Students who return for their final quarter of college after having taught in the Twin Cities bring fresh insights and experiences to their respective colleges.

INTERNSHIP

The post-graduate internship program may be viewed as a series of interlocking responsibilities.

The intern must:	Have completed his Bachelor of Science degree and been certified
	Be accepted by a school district at $500 below regular base pay for beginning teachers
	Have completed six credits toward a Master's Degree during the summer following graduation and prior to starting the internship.
The district must:	Agree to take five interns, preferably in one building
	Relieve a master teacher of all duties except coordinating and supervising the interns.
	Pay the difference between the master teacher's regular salary and the funds available $400 per student or $2,000 from CMTEC, and $2,500 from the five interns, each being paid $500 less than the regular starting salary--a total of $4,500).
	Provide a typical class room situation
	Provide an area for the master teacher to hold conferences and planning sessions with the college coordinator and interns.
The college must:	Provide over-all supervision and coordination
	Provide a college coordinator to work directly with the master teacher and interns
	Award nine credits--three each quarter--for the extra work the interns do during their year of internship.
CMTEC must:	Pay the district $400 per intern
	Contribute $1,500 to conduct a minimum of six workshops or seminars for interns during the school year
	Pay the college for nine credits of graduate work for each intern.

The internship program offers benefits to all concerned. The school district has a chance to select unusually promising beginning teachers and take advantage of the on-going supervision of the college supervisor.

The interns benefit from the guidance given by the master teacher and the college

supervisor, so they are better teachers at an earlier stage of their careers. They also profit from the fact they have 15 credits toward a Master's Degree by the end of their first year of teaching, which enables them to move into a different pay bracket and quickly recoup the $500 deducted during the first year.

The college benefits because the interns develop much more rapidly and are ready to supervise a new generation of student teachers sooner.

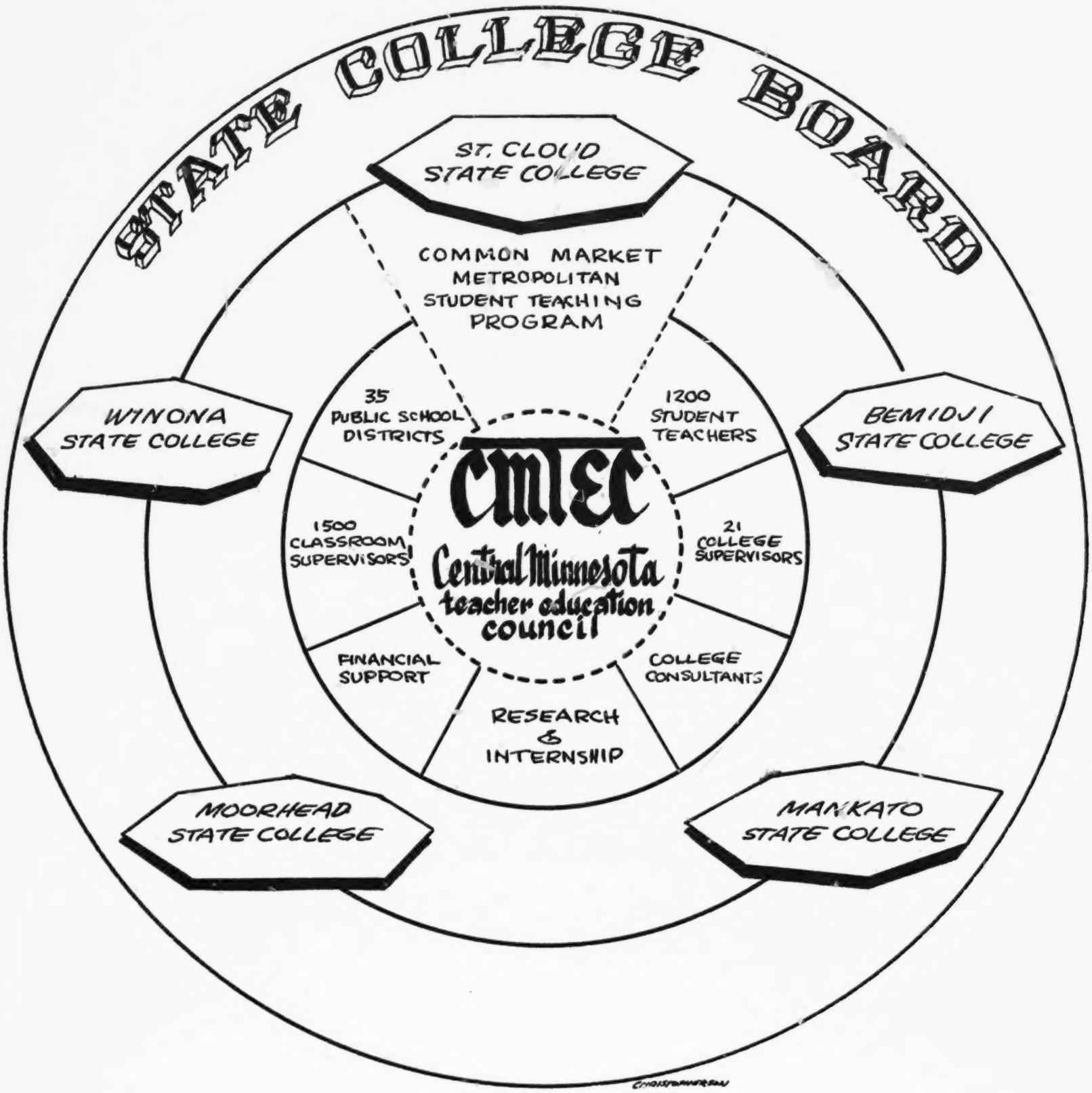
Next year the internship program will also be run on the common market plan. (See supporting document No. 6).

EVALUATION

School administrators who have observed and worked with CMTEC and the cooperative student teaching program, were asked for objective evaluations. These are school administrators who welcome new programs that enable them to do a more effective job but are equally critical of programs that do not. (See letters, supporting documents Nos. 7 - 13).

ORGANIZATIONAL CHART

COMMON MARKET STUDENT TEACHING PROGRAM



STATE COLLEGE COMMON MARKET STUDENT TEACHING PROGRAM

IN MINNEAPOLIS-ST. PAUL

1969-70

I. PURPOSE

General

1) To develop increasing cooperative relationships between the state colleges in general and the education departments in particular.

2) To develop teacher education councils, local and state, using the Central Minnesota Teacher Education Council (St. Cloud) as a prototype.

3) To promote the concept of the common market.

4) To promote experimental programs related to student teaching.

Specific

5) To develop, through the common market, a cooperative program of student teaching in an urban setting (Twin Cities).

II. STATE COLLEGE TEACHER EDUCATION COUNCIL

There will be a council made up of representation of the following:

One representative from each of the colleges
One representative from the Chancellor's office
Six representatives from the Public Schools of St. Paul & Minneapolis
One student teacher from each participating college

The responsibility of this council would be to recommend the appointment of the director, plan and review the supervision program. The council would be expected to meet at least once each quarter.

III. PROGRAM

Director

It is agreed that Dr. Floyd Perry will direct the program for 1969-70.

Duties:

1) Negotiate contract with Twin Cities.

2) Select supervising teachers and cluster schools.

3) Place student teachers from each of the state colleges.

4) Employ supervisors of student teaching to be placed on the St. Cloud staff.

5) Direct the supervisors of student teaching in the Twin Cities in accordance with rules and procedures of St. Cloud. (Note: Admittance to the program to be on criteria of originating school).

6) Assist each state college in organizing a teacher education council. (See p. 1, item 3 under Purposes - General).

Supervisors

1) Supervisors will be employed to supervise an agreed upon quota of student teachers per quarter in the Twin Cities.

2) Of the five (5) state colleges participating (Marshall will not have a senior class until '70-'71) each will be allocated an equal number of positions.

3) Of the positions allocated to each college - generally, not more than half may be in secondary education.

4) In the event that any or a number of the colleges cannot meet their quota - the residual will be distributed.

5) The supervisors may become faculty members at the other state colleges during the second year. In this way all state colleges would share in the inner city expertise gained by the supervisors. Of course, such transfer would be on some equal basis and contingent on the colleges having an "open" position. If this procedure were followed, some new supervisors would be recruited each year.

Student Teachers

1) State College student teachers in the Twin Cities would receive supervisors on the basis of approximately sixteen (16) to one (1) supervisor.

2) Each student teacher may receive two different student teaching experiences (e.g. inner city and fringe city).

Public Schools

1) The St. Paul and Minneapolis public schools will be the partners in the student teaching project.

2) St. Paul would be expected to enter the CMTEC on the same basis as Minneapolis.

3) All contracts will be negotiated between the State College Board Negotiator (Floyd Perry) and a representative(s) from the Public School(s).

Explanatory Note:

The above program is limited to the Metropolitan area of the Twin Cities and should not affect the regional responsibility of the respective state colleges. A certain group of schools (buildings) in the Twin Cities will be specifically identified as the "common market" schools. Others not so designated would be left to the existing regional boundaries and could be independently negotiated for positions. It is a pilot study and should not be treated as a permanent agreement.

Action Taken:

After numerous meetings in St. Paul, the following people expressed support "in principle" of this plan for initiating and continuing concerted action for an experimentally oriented student teaching program.

John Yourd	- Bemidji
Donald Churchill	- Bemidji
John Johnson	- Mankato
Ben Buck	- Mankato
William Dawe	- Mankato
Arlo Brown	- Moorhead
G. K. Haukebo	- Moorhead
Irvamae Applegate	- St. Cloud
Gordon Mortrude	- St. Cloud
Floyd Perry	- St. Cloud
Richard Wolli	- Southwest
Frank Marcus	- Winona
Wayne Erickson	- Winona
Richard Smith	- Winona
Cory Nichols	- Minneapolis Public Schools
Hope Lea	- St. Paul Public Schools
Glaydon Robbins	- St. Cloud

COMMON MARKET STUDENT TEACHING PROGRAM IN MINNEAPOLIS-ST. PAUL

BUDGET FOR 50 STUDENTS PER QUARTER

0 - SALARIES			
Unclassfied			
1 - Coordination & Direction of Program		$6,000.00	
3 - Supervisors @ $10,500		31,500.00	
			$37,500.00
1 - NON-STATE EMPLOYEES			
Student Teacher Supervisors (Payments to School Districts-- 150 @ $64)			9,600.00
2 - TRAVEL, LODGING, MEALS			
College Supervisors			3,600.00
3 - SUPPLIES			300.00
4 - RETIREMENT			1,800.00
INSURANCE			485.00
5 - EQUIPMENT			
Portable Video Equipment (Tape to be secured independently)			1,715.00
TOTAL			$55,000.00

MINNEAPOLIS - ST. PAUL COMMON MARKET STUDENT
TEACHING CALENDAR - FALL, 1969

DATE	EVENT	PLACE	TIME
Thurs., Sept. 11	Orientation Program	Roosevelt High	1:00 p.m.
Fri., Sept. 12	Cultural and Historical Tour of Mpls. and St. Paul	Roosevelt High	9:00 a.m.
Mon., Sept. 15	Student Teaching Assignment Starts	Building Assigned	8:00 a.m.
Tues., Sept. 16	Common Market Council Meeting	Arts and Science Center, St. Paul	1:30 p.m.
Monday, Sept. 22	Council members visit State College Board meeting	St. Paul	1:30 p.m.
Wednesday, Oct. 1	Seminar	Seward Elem. Minneapolis	1:30 p.m.
Fri., October 10	Tour of Minneapolis Board Off.	Minneapolis	9:00 a.m.
Fri., October 10	Secondary student teachers - tour of Work Opportunity Center		12:00 noon
	Elementary student teachers - tour of Harrison School		12:00 noon
Thurs. and Fri., October 16 and 17	MFT Convention or	St. Paul	8:30 a.m.
	MEA Convention	Minneapolis	8:30 a.m.
Tues., Oct. 21	Mid-quarter Conference	St. Cloud	9:30 a.m.
	Common Market Seminar	Herbert Room, Atwood Center	1:30 p.m.
Friday, Oct. 31	Seminar	Hayden Heights St. Paul	1:30 p.m.
Sat., Nov. 1	"Uncle Vanya"	Guthrie Theatre	8:00 p.m.
Monday, Nov. 3	Tour of Voc. - Technical School	St. Paul	A.M.
	Tour of State Dept. of Education	St. Paul	P.M.
Wed., Nov. 12	Tour of Arts and Science Center and Seminar	St. Paul	1:00 p.m.
	Dr. Marcus - speaker		3:30 p.m.
Thurs. and Fri., November 13 and 14	Council Members attend State AST Meeting	Curtis Hotel	8:30 a.m.
Tues., Nov. 18	Dinner - Seminar Dr. Davis - speaker	Jax Cafe	6:00 p.m.

No. 5

DATE	EVENT	PLACE	TIME
Sunday, Nov. 23	Vikings vs. Steelers Football game	Minneapolis	1:00 p.m.
Thurs. and Fri., November 27 and 28	THANKSGIVING VACATION		
Fri., December 5	Seminar and Administer the Purdue opionionaire	To be announced	1:30 p.m.
Thurs., Dec. 11	Student Teaching Assignment Ends		

KERMIT L. EASTMAN
SUPERINTENDENT

SCHOOL DISTRICT
742
ST. CLOUD, MINNESOTA 56301

October 23, 1969

Dr. Floyd Perry
Director of Student Teaching
St. Cloud State College
St. Cloud, Minnesota

Dear Dr. Perry:

As you have requested, the following information is provided to give you my frank and personal evaluation of the student teaching program and the Central Minnesota Teacher Education Council (CMTEC).

I am very familiar with the student teaching program offered by St. Cloud State College and with the Central Minnesota Teacher Education Council (CMTEC), a non-profit corporation established to improve the total aspect of student teaching and to promote activities related to an improved student teaching program in member schools of the Central Minnesota Teacher Education Council. It has been my privilege to work in a number of school districts prior to coming to St. Cloud as Director of Elementary Education in 1959. As a result, I have been involved with student teaching programs of other colleges and universities. This has given me a rather broad basis for comparison of the effectiveness of the student teaching program afforded by St. Cloud State College and that afforded by other institutions with which I am familiar. I was immediately impressed by the organization and the concern which had evidently entered into the establishment of the student teaching program at St. Cloud State College. The quality of the student teaching experience and the direct relationship of that experience to the effectiveness of the future teacher were obvious primary concerns and rightly so. Pre-planning for student teacher placement with administrators in the districts where the student teachers would be placed is an important part of the ongoing student teaching program. This was true prior to the establishment of CMTEC and shared involvement in decision making with member schools of CMTEC allowed a voice in plans affecting the student teaching program has done much to improve the overall effectiveness and quality of the student teaching program. Having

served as an officer of the Central Minnesota Teacher Education Council, I am keenly aware of the progress that has been made to bring about modifications in the student teaching program to complement the changes in educational philosophy and practice. There is an opportunity for instant communication between administrators in the public schools where student teachers are placed and the officials at St. Cloud State College who have primary responsibility for the student teaching program. Regularly scheduled meetings of the Board of Directors of CMTEC provide a ready vehicle for the exchange of ideas, criticisms, and recommendations for changes in the student teaching program. Major items are presented to representatives of all of the member schools at meetings called to consider those recommendations and other matters of business requiring the action of the entire council. The net result has been to create a feeling that the public schools in the area served by St. Cloud State College have a real voice in what happens in the preparation of future teachers to be employed in the member district. Certainly, a new zeal for improved student teaching programs and a much higher than normal level of interest in student teaching have been direct results of the development of the Central Minnesota Teacher Education Council.

The Student Teaching Council has sponsored conferences for supervising teachers and administrators in the public schools which have proved to be extremely beneficial. A summer workshop for supervisors of student teachers was conducted and from all reports we have had, this proved to be one of the finest educational experiences in which any of our staff members have ever been involved.

The internship program, sponsored by CMTEC, is widely known throughout the nation. As one individual who is especially interested in the student teaching movement and who recognizes the direct relationship of the student teaching program and/or an internship program to the success of the beginning teacher; I rate the student teaching program and the internship program at St. Cloud State College well above all others with which I have become familiar through direct experience, readings or through attending various conference.

I believe that a significant feature of the student teaching program at St. Cloud State College and the leadership provided by college officials is the possibility for flexibility in programs. Situations, particularly in

these days of stress and change, require an innovative spirit and very often require unique answers. The preservation of the "status quo" in the student teaching program will serve, more than any one other single factor, to perpetuate mediocrity and inadequate answers to pressing educational problems.

At the present time, one of our elementary schools has a concentration of student teachers from St. Cloud State College. This is a result of well planned proposal whereby a college supervisor has as a total assignment the supervision of a large group of student teachers assigned to one building. This group of student teachers becomes a faculty within a faculty, yet they become a part of the total staff of the building to which they are assigned and of the system in which they are working. In effect, they receive a total educational experience during their student teaching assignment. Their actual student teaching can, in many instances, be more correctly characterized as being one of a teaching team. Faculty members, parents and the student teachers view the situation in this light. Parents have actually been heard to remark that "the presence of so many student teachers in one building certainly lowers the pupil-teacher ratio". This also indicates the kind of public relations work which has been done in connection with the program. In some student teaching programs with which I am familiar, student teachers are appreciated by parents and staff to a much lesser degree and are often thought of as a minus element in the teaching-learning process, as indicated by parental comments.

As evidence of the success of the program whereby a large number of student teachers are placed in one building in our system, the principal of our new high school which will open in 1970 is conferring with the administration of the student teaching program at St. Cloud State College at this time in an effort to bring about modifications in the student teaching program which will be uniquely suited to our new educational facility. Our new facility will present opportunities for much innovation in teaching and will prove to be a learning laboratory for student teachers who are assigned to that school for their student teaching experience. Their experience, as a result, will be more relevant to the course work they have had in college. Too often in student teaching assignments, the relationship between the theory of the classroom and the practice in the public school buildings are quite remote.

The Central Minnesota Teacher Education Council has had some involvement and has given much encouragement to the inner city common market program for which the administration of the student teaching program at St. Cloud State College and the college administration deserve much credit and much praise.

In summary, the public schools in our nation, our state and in Central Minnesota have been, and are, undergoing great changes. We are seeking new answers to old questions, new programs, new approaches, new methodology, new materials and equipment which was unknown in educational circles just a few years ago. The student teaching programs of the past are an inadequate answer to the needs of the student teachers of today if those student teachers are to become the teachers of tomorrow who will be truly qualified for their assignment. The program in student teaching at St. Cloud State College has the necessary flexibility, an administration dedicated to preparing students to become teachers for our times and with the necessary training and background to adjust to further changes and has developed a program to serve as a model for others throughout the nation.

I trust that this review of the student teaching program and the Central Minnesota Teacher Education Council is sufficiently explanatory to characterize my personal views, however, I realize that it does not adequately portray evidence of leadership and responsibility which has been assumed in the student teaching program and the Central Minnesota Teacher Education Council for the student teaching phase of educational activity.

Yours very truly,

Kermit L. Eastman

Kermit L. Eastman
Superintendent of Schools

KLE:jp

An Equal Opportunity Employer

Minneapolis Public Schools

SPECIAL SCHOOL DISTRICT NO. 1

SCHOOL ADMINISTRATION BUILDING

807 Northeast Broadway Minneapolis, Minnesota 55413

Telephone 332-4284

JOHN B. DAVIS, JR.
Superintendent of Schools

October 30, 1969

Dr. Floyd Perry
Director of Student Teaching
St. Cloud State College
St. Cloud, Minnesota 56301

Dear Dr. Perry:

I certainly am glad to respond to your request with respect to the student teaching program in Minneapolis sponsored by St. Cloud State College.

Before getting into brief descriptions of the several programs St. Cloud College is involved with let me state how impressed my colleagues and I are with the response of St. Cloud and other universities and colleges to the lively and demanding, unusual and essential needs of students in our city schools.

The response of teacher training institutions to the dilemma of the city has given us hope and confidence. It is also worth noting, I think, that there is abroad in Minnesota a great collaborative and cooperative effort of which St. Cloud State College is a part.

The Central Minnesota Teacher Education Council (CMTEC) with its emphasis on student teaching internships and research makes great sense, and the fact that school system representatives are purposing and planning with the five college representatives ensures a balanced program. The frequent meetings permitting the exchange of information and the cooperative approach to decisions for significant changes has already proved to be of great value.

The ~~four~~ five special education interns under the special program with Minneapolis are also designed to meet a great need and all reports indicate success. Finally, and what could be a much more elaborate and detailed letter, the common market student teaching program with nearly fifty students from the

No. 8

five state colleges has permitted us to accurately portray to students the opportunity, the hazard, and the great challenge of teaching in an urban setting.

We are most appreciative of your personal leadership, and I state again as I have stated previously that I wish I had more frequent opportunity to confer directly with you as you give leadership and direction to these important programs.

Very sincerely,

John B. Davis, Jr.

John B. Davis, Jr.
Superintendent of Schools

JBD sw

Special Delivery

INDEPENDENT SCHOOL DISTRICT NO. 279

LeRoy V. Norsted
Superintendent of Schools

TEL. 425-4131 OSSEO, MINNESOTA 55369

October 24, 1969

Dr. Floyd Perry
Director of Student Teaching
St. Cloud State College
St. Cloud, Minnesota

Dear Floyd:

I appreciate very much the opportunity to discuss the student teaching program at St. Cloud State College and the involvement of District 279 with it. As you know, I have a very sincere interest in this, not only from the point of view of helping students to become adjusted to the profession of teaching through their student teaching program, but also because I feel that our professional staff and the students in this district also gain greatly through the use of this program.

Certainly, I am of the belief that this is not a one way street and that everyone is a winner when a program such as you have at St. Cloud is introduced into any school district. I believe that a vital part of the success of this program was the formulation of the Central Minnesota Teacher Education Council as an agency which has made it possible for logical decision making being brought about by the college and the participating school districts.

It was my privilege to serve as the first chairman of this group. This organization has been effective not only in interpreting policies and procedures about student teachers and the overall program, but also has taken the leadership in providing in-service education for supervising teachers through conferences, seminars, and the promotion of internship programs.

It was just five years ago that District 279 became one of the first schools to enter into the innovative program of internship experiences for college graduates entering the teaching profession. You will recall that this initial experience was extremely successful and has been continued through the years.

If education is to continue to grow and change as it has, the type of leadership which we have received from CMTEC must continue. We, in District 279, are proud of the part that we have played in the development of the student teacher program in all of central Minnesota, but are particularly proud of the involvement and the contribution of St. Cloud State College and their student teaching division.

No. 9

I might bring to your attention the new innovative program of high concentration of student teachers in one facility, such as we have at our Palmer Lake Elementary School this year, through cooperation with St. Cloud State College. This program, along with several others which originated with the 1969-70 school year, has proven to be very successful.

We, in the profession, need innovation and new ideas. The Central Minnesota Teacher Education Council has provided the vehicle by which such innovation has taken place.

Thanks for the major role that you have played in bringing about the advanced and improved training program for student teachers in central Minnesota.

Sincerely,

LeRoy V. Morsted

LeRoy V. Morsted
Superintendent of Schools

LM:es

ROBERT K. JONES
Director of Elementary Education
Telephone 763-4096

ALEXANDRIA PUBLIC SCHOOLS

CENTRAL BUILDING
ALEXANDRIA, MINNESOTA
56308

C. B. RYKKEN
Director of Secondary Education
Telephone 763-5148

October 23, 1969

Dr. Floyd Perry
Director of Student Teaching
St. Cloud State College
St. Cloud, Minnesota 56301

Dear Dr. Perry:

This letter is being written in response to your request for a brief evaluation of the student teaching program at St. Cloud State College.

During the period that I have been associated with this school system we have participated with a number of colleges in Minnesota in the program of training teachers. In my opinion, the St. Cloud plan is far superior to that of any college with which I am familiar.

Organizing and operating the Central Minnesota Teacher Education Council is, I feel, the key to the success of the St. Cloud State program. Under present conditions in our state no college can hope to properly train teachers without the whole-hearted cooperation of a number of elementary and secondary schools in its area. Through the operation of CMTEC this cooperation is assured. Furthermore, it is psychologically beneficial to us in the cooperating schools to know that we are a part of the total plan and that our ideas are sincerely sought, evaluated, and in most cases implemented.

Through CMTEC it is possible to carry out programs in the area of student teaching that would be difficult if not impossible without an organization of this type.

It seems quite obvious that a student teaching program is much more effective if the supervising teacher in the local school is prepared to do a more effective job. The series of workshops presented by the Council annually are a valuable means through which these cooperating teachers are trained to work with student teachers. CMTEC has also made it possible for supervising teachers to attend conferences dealing with educational problems of a more general nature.

The full-year internship program which is sponsored by and partially financed by the Council shows promise and will surely expand as its advantages become more generally known by prospective teachers.

The fact that we usually look first to St. Cloud State when we are employing teachers is perhaps the best evidence of our high regard for its teacher program.

Sincerely yours,

C. B. Rykken

C. B. Rykken
Director of Secondary Education

CBR/mla

ROBERT NICK, Senior H. S. Principal
JEROME HOFF, Junior H. S. Principal

PRINCETON PUBLIC SCHOOLS
A. J. DAHLE, Superintendent
PRINCETON, MINNESOTA 55371

RAYMOND PETERSON, Elementary Director and Administrative Assistant
BOYD HODGSON, Ass't Elementary Principal

October 24, 1969

Dr. Floyd Perry
Office of Student Teaching
St. Cloud State College
St. Cloud, Minnesota

Dear Dr. Perry,

For the past 15 years I have been involved in your student teaching program as a cooperating school administrator. It has been a rewarding experience. As I have stated at various meetings, student teachers have received a very practical and meaningful experience in our area schools. I have felt that the supervision from the college staff has been very adequate and performed in such a manner as to be accepted by both the student teacher and the cooperating school.

In 1966 the Central Minnesota Teacher Education Council (CMTEC) was formed. This was an important step forward in teacher training programs. The cooperating schools have been made to feel that they are a part of the planning and implementation of the total teacher education process.

College officials have indicated their desire to continually improve the program and cooperating teachers have demonstrated their professionalism by attending teacher training seminars. These seminars are a direct result of CMTEC and have proved to be very successful. The CMTEC program has made the cooperating schools feel that they are now participating schools. has served to bring the college and surrounding schools much closer together.

We are looking forward to future work in CMTEC which will enable us to cooperatively plan new and exciting innovations in teacher education.

Thank you again Dr. Perry for the priviledges of working with you and your staff.

Sincerely,
A. J. Dahle
A. J. Dahle
Superintendent

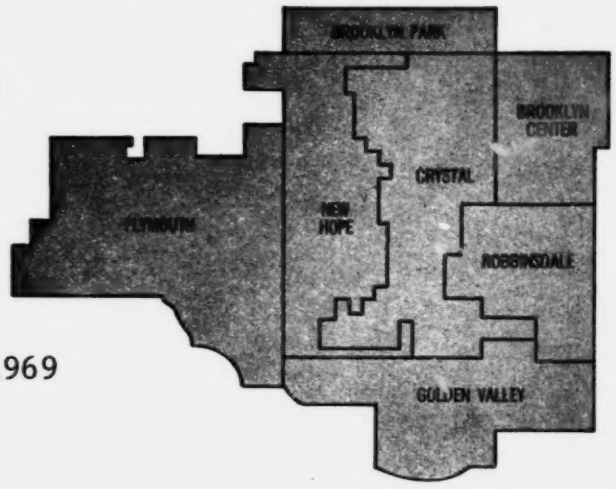
AJD/mo

CC

No 11

INDEPENDENT SCHOOL DISTRICT 281

LEROY E. HOOD, SUPERINTENDENT
4148 WINNETKA AVENUE NORTH, MINNEAPOLIS, MINNESOTA 55427



W. A. BOYNTON
ASSISTANT SUPERINTENDENT

ROBERT CAMERON
DIRECTOR OF SECONDARY EDUCATION

R. A. TIEGS
DIRECTOR OF ELEMENTARY EDUCATION

GARY DeFRANCE
DIRECTOR OF BUSINESS AFFAIRS

JAMES ANDRESS
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BUILDINGS AND GROUNDS; INSURANCE

JOHN D. HOLMGREN
PERSONNEL

MRS. IDELL SILBERMAN
POLICY

October 24, 1969

Dr. Floyd Perry
St.Cloud State College
St.Cloud, Minnesota 56301

Dear Dr. Perry:

I am writing this in response to your request for my reaction and comment to the student teaching program at St.Cloud State College.

I hear many favorable comments concerning your student teaching program from my staff members, and I do not recall ever hearing a critical comment. We cooperate with a number of different colleges for student teaching and our staff feels that St.Cloud has the best program.

One of the reasons your program is so well received in the public schools is the Central Minnesota Teacher Education Council. I believe this council serves as the vehicle for good communication between the college and the public schools.

We are most happy with your program and the council, and hope to continue working with you for better teacher training.

Sincerely yours,

Leroy E. Hood

Dr. Leroy E. Hood
Superintendent of Schools

LEH:ds

No 12

Minnetonka Public Schools

EUGENE L. BRISTOL
DIRECTOR OF ADMINISTRATIVE SERVICES
ADMINISTRATIVE OFFICE
261 SCHOOL AVENUE
EXCELSIOR, MINNESOTA 55331
Phone 612—474-5401

October 24, 1969

Dr. Floyd Perry
Director of Student Teaching
St. Cloud State College
St. Cloud, Minnesota

Dear Dr. Perry:

It gives me a great deal of pleasure to be able to submit a statement commending St. Cloud State College on their excellent student teaching program. I suppose that Minnetonka Schools have enjoyed as long a co-operative effort in this program as most schools in the state.

During the twelve years that I have been involved in the student teaching program in our schools I have found all of the college supervisors as well as the college administrators involved with student teaching to be most co-operative and interested in the welfare of the students they work with.

The program itself is soundly based and contains enough specifics for the student teachers to have a solid basis before coming to the co-operating school. The program also is flexible enough to allow each student to express himself and undertake a variety of procedures within the classroom situation.

Although there have been a few times when students who had been assigned had to be recalled for some reason or another, the instances where recall was necessary were handled in a most professional manner.

I have felt personally, and I know both administrators and classroom teachers in our district also feel, that the development of the Central Student Teaching Council has made it possible for all who co-operate in the student teaching program to do their tasks better. Many of the innovations which St. Cloud State has developed have come as a result of Council activities. I am sure that leadership in the student teaching program in Minnesota looks to St. Cloud State for guidance and counsel due to the Council's activities.

In conclusion, it can be stated without reservation that Minnetonka Schools have been, are, and hopefully always will be more than willing to accept student teachers from St. Cloud.

Sincerely,

Eugene L. Bristol

Eugene L. Bristol
Director of Administrative Services

ELB:ls